



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2598 Starlite Lane, Lake Havasu City, AZ 86403

Telesis Center for Learning, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 N/A  
2002-03 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Sandy K. Breece Ed.D.  
Schedule : 07:15 AM to 03:19 PM  
Grades : K-8  
2005 Enrollment : 278  
Web Address : [www.telesis-academy.org](http://www.telesis-academy.org)  
Phone Number : (928) 855-8661  
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### Mission

Telesis Preparatory is a K-8 school committed to offering curriculum individually designed and delivered to meet the needs of each student in real preparation for lifelong learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 N/A  
2002-03 Not Evaluated

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü The 2005-06 school year is focused on student achievement and character. Telesis seeks to stay on the cutting edge of education and the needs and requirements of the future. Students are prepared and able to meet the challenges of tomorrow.
- ü Telesis continues to look for new ways to strengthen the relationship between student, parent and teachers. BY creating a strong working relationship, the students receive support from home-school that helps them to succeed.
- ü Strong reading and comprehension skills are a focus for the 04-05 school year. The best programs and methods available will be used. Staff development and continuing low student-teacher ratios will play a key roll in the success of this program.
- ü Students will receive a more individualized approach to math instruction that will strengthen skills. Mastery based promotion will be utilized to ensure that students reach their potential.

### Enrollment

October 1, 2004 School Year Student Enrollment : 246  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 278

## Instructional Programs

- Ü Individualized and Integrated Curriculum
- Ü Mastery Based Promotion
- Ü Work/Progress at Own Pace
- Ü Challenge Without Frustration
- Ü Accelerated Reading and Math
- Ü Houghton Mifflin Reading
- Ü Saxon Math
- Ü Tech, Foreign Language, Arts, PE

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/18/2005
Last Day of School :	6/9/2006

## Shared Responsibilities

### School

High expectations of students; highly qualified, caring staff; regular communication; high academic standards; character education integrated throughout curriculum; narrative reports written for every student/parents at the conclusion of each semester.

### Parents

Regular communication; ensure daily attendance; supportive of school rules and policies; active in learning process; attendance at required parent/teacher conferences held twice each semester; active PTSO participation.

## Transportation Policy

Telesis provides activity transportation (for field trips, sports, etc.) on the school's activity bus. Transportation to Parks and Rec after school program is available. There is no student pick-up from home to school/school to home at this time.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Positive Student Awards - LHC Optimists	1997
Ü Wal-Mart Teacher of the Year	1998
Ü 2 School-to-Work 5 Star Practice Awards	1999
Ü Best Education Practice Certificate of Achievement	2000

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	79306	100	100	99	452	452	445	0	0	10	24	24	18	67	67	51	10	10	20
All Students (Prior Year)	19	19	75509	95	95	100	514	514	521	17	17	13	11	11	23	50	50	33	22	22	31
Female	13	13	38691	100	100	99	441	441	446	0	0	10	42	42	18	50	50	52	8	8	20
Male	11	11	40583	100	100	99	468	468	445	0	0	11	0	0	18	89	89	50	11	11	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	23	23	36197	100	100	99	454	454	463	0	0	5	25	25	11	65	65	53	10	10	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	23	23	69060	100	100	98	454	454	454	0	0	7	25	25	17	65	65	54	10	10	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	10	10	39415	100	100	96	449	449	431	0	0	15	13	13	25	75	75	50	13	13	10
Non-Economically Disadvantaged	14	14	39966	100	100	100	454	454	459	0	0	6	31	31	12	62	62	52	8	8	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	79395	100	0	99	464	464	446	0	0	9	24	24	25	62	62	55	14	14	11
All Students (Prior Year)	19	19	75492	95	95	100	529	529	519	6	6	12	11	11	16	56	56	47	28	28	24
Female	13	13	38743	100	0	100	449	449	451	0	0	7	33	33	24	67	67	57	0	0	12
Male	11	11	40618	100	0	99	484	484	440	0	0	11	11	11	27	56	56	53	33	33	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	23	23	36221	100	0	99	467	467	465	0	0	4	20	20	15	65	65	63	15	15	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	23	23	69139	100	0	99	466	466	454	0	0	7	20	20	24	65	65	58	15	15	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	10	10	39484	100	0	96	438	438	429	0	0	14	38	38	35	63	63	47	0	0	4
Non-Economically Disadvantaged	14	14	39986	100	0	100	480	480	461	0	0	4	15	15	16	62	62	63	23	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	78869	100	100	99	445	445	442	5	5	6	29	29	21	57	57	63	10	10	10
All Students (Prior Year)	19	19	75053	95	95	99	566	566	597	6	6	7	11	11	12	83	83	72	0	0	9
Female	13	13	38536	100	100	99	440	440	458	8	8	4	25	25	15	58	58	67	8	8	14
Male	11	11	40302	100	100	99	450	450	428	0	0	8	33	33	26	56	56	60	11	11	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	23	23	36078	100	100	99	446	446	459	5	5	4	30	30	16	55	55	66	10	10	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	23	23	68697	100	100	98	448	448	454	5	5	4	25	25	18	60	60	67	10	10	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	10	10	39106	100	100	95	427	427	427	0	0	8	50	50	28	38	38	59	13	13	5
Non-Economically Disadvantaged	14	14	39837	100	100	100	456	456	457	8	8	4	15	15	14	69	69	67	8	8	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78906	100	100	99	457	457	498	39	39	13	33	33	19	28	28	48	0	0	20
All Students (Prior Year)	22	22	76019	100	100	100	468	468	499	29	29	14	48	48	39	5	5	14	19	19	33
Female	10	10	38644	100	100	99	446	446	500	50	50	12	30	30	19	20	20	49	0	0	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	18	18	36483	100	100	99	459	459	517	35	35	7	35	35	13	29	29	51	0	0	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	17	17	68310	100	100	98	460	460	509	35	35	9	35	35	18	29	29	51	0	0	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	14	38679	100	100	96	456	456	483	38	38	20	31	31	25	31	31	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78908	100	0	99	464	464	484	6	6	10	50	50	23	44	44	58	0	0	9
All Students (Prior Year)	22	22	76020	100	100	100	497	497	503	38	38	25	29	29	23	24	24	40	10	10	12
Female	10	10	38648	100	0	99	453	453	489	10	10	8	60	60	22	30	30	61	0	0	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	18	18	36502	100	0	99	466	466	502	6	6	4	47	47	14	47	47	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	17	17	68312	100	0	98	467	467	493	6	6	7	47	47	21	47	47	62	0	0	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	14	38662	100	0	96	471	471	468	0	0	16	46	46	32	54	54	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78750	100	100	99	454	454	500	17	17	6	44	44	29	39	39	63	0	0	2
All Students (Prior Year)	22	22	75673	100	100	100	503	503	530	10	10	12	38	38	25	52	52	58	0	0	4
Female	10	10	38586	100	100	99	449	449	515	20	20	4	30	30	22	50	50	71	0	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	18	18	36440	100	100	99	466	466	516	12	12	3	47	47	22	41	41	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	17	17	68196	100	100	98	452	452	513	18	18	3	41	41	25	41	41	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	14	14	38558	100	100	96	458	458	485	15	15	8	46	46	37	38	38	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	78250	100	100	99	532	532	548	19	19	21	33	33	18	48	48	48	0	0	13
All Students (Prior Year)	27	27	75001	100	100	99	438	438	468	63	63	37	26	26	36	11	11	16	0	0	10
Female	11	11	38071	100	100	99	508	508	549	36	36	20	45	45	19	18	18	49	0	0	12
Male	20	20	40126	100	100	99	549	549	547	6	6	23	25	25	17	69	69	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	29	29	38320	100	100	99	532	532	568	19	19	12	35	35	14	46	46	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	30	30	68996	100	100	99	534	534	561	15	15	16	35	35	18	50	50	52	0	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	14	14	33388	100	100	94	542	542	530	15	15	32	23	23	22	62	62	40	0	0	5
Non-Economically Disadvantaged	17	17	44937	100	100	100	523	523	561	21	21	13	43	43	15	36	36	54	0	0	18

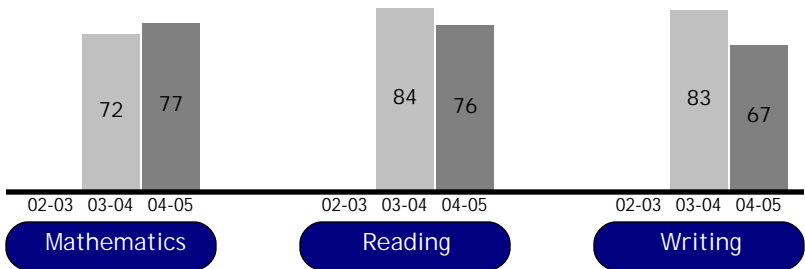
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	78302	100	0	99	520	520	512	11	11	11	19	19	25	67	67	57	4	4	7
All Students (Prior Year)	27	27	74918	100	100	99	508	508	497	15	15	32	26	26	19	48	48	35	11	11	15
Female	11	11	38082	100	0	99	487	487	518	27	27	8	27	27	24	45	45	61	0	0	7
Male	20	20	40166	100	0	99	542	542	507	0	0	14	13	13	26	81	81	54	6	6	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	29	29	38347	100	0	99	520	520	531	12	12	5	19	19	17	65	65	68	4	4	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	30	30	69024	100	0	99	521	521	524	12	12	7	15	15	23	69	69	62	4	4	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	14	14	33398	100	0	94	530	530	495	8	8	18	15	15	35	69	69	46	8	8	2
Non-Economically Disadvantaged	17	17	44979	100	0	100	510	510	525	14	14	6	21	21	18	64	64	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	78094	100	100	99	556	556	545	0	0	3	7	7	18	93	93	77	0	0	2
All Students (Prior Year)	27	27	74503	100	100	99	521	521	491	4	4	9	15	15	32	74	74	51	7	7	8
Female	11	11	38025	100	100	99	540	540	558	0	0	2	18	18	13	82	82	82	0	0	2
Male	20	20	40013	100	100	99	568	568	534	0	0	5	0	0	23	100	100	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	29	29	38265	100	100	99	556	556	564	0	0	2	8	8	11	92	92	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	30	30	68892	100	100	98	557	557	559	0	0	2	8	8	14	92	92	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	14	14	33296	100	100	94	553	553	527	0	0	5	8	8	27	92	92	67	0	0	0
Non-Economically Disadvantaged	17	17	44871	100	100	100	559	559	559	0	0	2	7	7	12	93	93	84	0	0	3

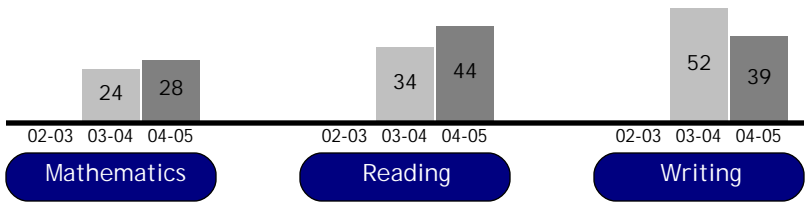
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

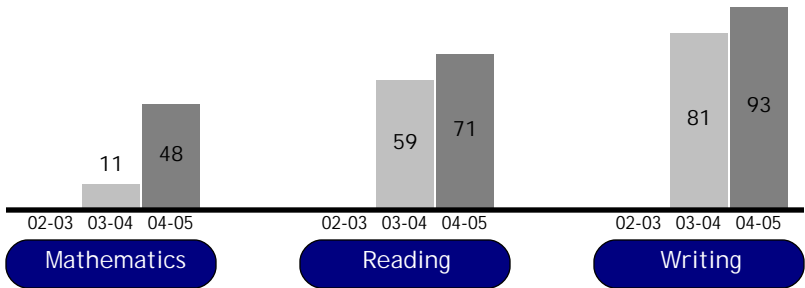
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	69	50	92	55	NA	58	100	61	61	47
	Language	--	--	64	43	92	64	64	50	100	53	53	47
	Mathematics	--	--	68	57	92	71	71	64	100	54	54	50
3	Reading	--	--	41	47	95	52	NA	55	100	59	59	44
	Language	--	--	42	54	95	52	52	61	100	58	58	44
	Mathematics	--	--	31	54	95	57	57	61	100	55	55	51
4	Reading	--	--	46	52	78	56	NA	56	100	61	61	48
	Language	--	--	38	48	78	39	39	52	100	63	63	49
	Mathematics	--	--	43	57	78	48	48	61	100	63	63	53
5	Reading	--	--	61	50	100	36	NA	55	100	38	38	50
	Language	--	--	47	46	100	34	34	49	100	41	41	50
	Mathematics	--	--	40	57	100	39	39	63	100	34	34	49
6	Reading	--	--	58	53	89	59	NA	56	100	49	49	51
	Language	--	--	54	45	96	41	41	48	100	46	46	47
	Mathematics	--	--	57	62	93	50	50	66	100	48	48	52
7	Reading	--	--	58	51	93	61	NA	54	96	59	59	50
	Language	--	--	56	54	93	61	61	58	96	54	54	52
	Mathematics	--	--	44	58	89	47	47	62	96	46	46	50
8	Reading	--	--	46	53	97	65	NA	55	100	57	57	51
	Language	--	--	32	49	97	50	50	52	100	53	53	50
	Mathematics	--	--	33	58	97	50	50	61	100	52	52	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Telesis Preparatory

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	1.00	Teacher Aide	5.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	0	0	0
10 or more years	1	3	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	15%

## Resources Available at School Site

### Special Facilities

Ü Computer Lab	Ü Fine Arts & Music
Ü Language Classes & Daily PE	Ü Library

### Extracurricular Activities

Ü Interscholastic Sports	Ü Student Government
Ü Yearbook	Ü Flag Drill Team
Ü Various Clubs	Ü Ex.Cur. Reading Programs
Ü Winter Celebration and Spring Arts Fest	Ü Community After School Programs Avail.

### Social Services

Ü Big Brothers/Big Sisters	Ü Interagency
Ü Sister-to-Sister Program	Ü K-12 Counseling
Ü Parent-Teacher-Student Organization	
Ü Ed. Committee of LHC Chamber of Commerce	

## Indicators of Success Based on Historical Data from 2004-05

### School Achievements/Accomplishments 2004-05

- ü It has been the goal of Telesis to provide Excellence in Education to as many willing students as possible. By becoming an academic magnet school, we have more than doubled our enrollment while maintaining our small class sizes and our philosophy.
- ü We provide a low student/teacher ratio. Our goal to provide challenge without frustration and to develop strengths of students while bolstering weaker areas is substantiated by our long-term students continuing to score well on standardized tests.
- ü Three time winner of Four Star Practices in Education.
- ü Staff includes Teacher of the Year and Counselor of the Year Recipients.

## Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Telesis has a fire escape and crisis lock-down and emergency plan for students and staff (practiced monthly). Telesis is a closed campus/drug and tobacco free zone. All visitors report to the office. Student behavior policy is zero tolerance. Telesis also has a full time school safety officer.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Sandra Breece	(928) 855-8661
Community Resources	Sandy Breece	(928) 855-8661
School Nutrition Programs	Aramark Food Services	(928) 855-5121
Parent Organization	Holly Skelton	(928) 855-8661
Student Health/Nurse	Sherryl Stearns	(928) 855-8661

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.